

Identification	Subject (code, title, credits)	ENGL 217 ESL Advanced 3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2026
	Instructor	Eynur Mehdiyev
	E-mail:	eynur.mehdiyev@gmail.com
	Classroom/hours	6 hours
	Office hours	As scheduled
Prerequisites	ENGL 206	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<i>Cunningham, S. & Moor, P. (2014). Cutting Edge Advanced. New Edition. Pearson Education.</i> Supplementary Materials • <i>Cutting Edge Advanced Workbook</i> • <i>Resource Materials</i> • <i>Authentic articles and podcasts</i> • <i>Academic and professional texts</i> • <i>Video materials</i> • <i>Presentations</i> • <i>Online resources</i> • <i>Vocabulary and collocation resources</i> • <i>Academic writing materials</i>	
Course outline	<i>This course is designed for advanced learners of English who need to develop a high level of communicative competence for academic, professional and social contexts.</i> <i>Based on Cutting Edge Advanced, 3rd Edition, the course develops students' ability to communicate fluently and accurately through a task-based and communicative approach.</i> <i>Students explore contemporary global issues and develop language through meaningful tasks rather than through grammar instruction in isolation.</i>	

urse objectives	The course aims to: • <i>develop students' advanced communicative competence;</i> • <i>improve fluency and accuracy in spoken English;</i> • <i>develop sophisticated vocabulary and collocational competence;</i> • <i>improve listening and reading comprehension of complex texts;</i> • <i>develop students' ability to participate in extended discussions;</i> • <i>develop presentation and public-speaking skills;</i> • <i>develop academic and professional writing skills;</i> • <i>improve pronunciation, stress, rhythm and intelligibility;</i> • <i>develop students' ability to communicate appropriately across cultures;</i> • <i>strengthen critical-thinking and problem-solving skills;</i> • <i>encourage students to use English for meaningful real-world tasks.</i>
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Learning outcomes	By the end of the course, students will be able to: - Communicate confidently, accurately, and effectively in a wide range of academic, professional, and social contexts. - Use advanced grammatical structures appropriately and accurately in both spoken and written communication. - Demonstrate a broad range of vocabulary and collocations appropriate to different contexts. - Understand and critically evaluate authentic spoken and written texts. - Identify main ideas, supporting details, speakers’ attitudes, and communicative intentions in a range of texts and interactions. - Produce coherent, well-organised, and appropriately structured texts, including essays, summaries, emails, and other forms of formal communication. - Demonstrate greater fluency, accuracy, and confidence in presentations, discussions and collaborative tasks. - Use appropriate pronunciation, stress, rhythm, and intonation to enhance intelligibility and effective communication. - Use English effectively for research, critical thinking, and project-based communication. - Develop greater autonomy and responsibility for their continued English language development.		
Teaching methods	Communicative Language Teaching	+	
	Guided Discovery	+	
	Collaborative Learning	+	
	Discussions	+	
	Project Work	+	
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	November	35
	Project	December	20
	Assignment	December	10
	Final Exam	January	35
	Total		100

Course Policy	COURSE POLICY • Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (class participation) and complexity of the subject. In case the students are late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent. • Class participation: For every three unexcused absences, one (1) point will be deducted from the grade point average. More than 20% of absences during the course is excessive. Free participation is discouraged. • Missed exams or assignments: A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary. • Academic Dishonesty: Any plagiarism while studying will be severely penalized (by a non-pass for the course). Cheating during the tests will be penalized likewise. • In class regulations: With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment). • AI Policy: Students may use artificial intelligence (AI) tools to support their learning, brainstorming, and revision, unless otherwise specified for a particular assignment. However, students are responsible for ensuring that their submitted work reflects their own understanding and effort. Any use of AI tools must be appropriately acknowledged or cited when required. Students should not use AI to generate or complete assignments when the instructor has explicitly prohibited its use. Misrepresenting AI-generated work as entirely one's own may be considered a violation of academic integrity.
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Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		GLOBAL LIVING I — Unit 1: Global Living • Skills: Reading, listening, speaking, pronunciation • Learning Outcomes: ○ Discuss globalisation and urbanisation. ○ Use continuous verb forms accurately. ○ Introduce and develop arguments. ○ Understand key vocabulary related to global change. ○ Identify main ideas and supporting details. • In-class Activities: ○ Globalisation/urbanisation discussions and mind maps ○ Vocabulary activation ○ Grammar noticing and tense/aspect analysis ○ Argument-building activities ○ Listening and pronunciation practice • Homework: ○ Complete Unit 1 language and vocabulary exercises. ○ Write a 300-word response on how globalisation has changed everyday life. ○ Record useful unit collocations.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>
2		GLOBAL LIVING II — Unit 1: Global Living • Writing: Formal report • World English: Varieties of English • Learning Outcomes: ○ Structure and deliver short arguments. ○ Use appropriate linking and argument-introducing phrases. ○ Write a formal report. ○ Recognise differences among varieties of English. ○ Communicate effectively with international speakers. • In-class Activities: ○ Urbanisation comparison and problem-solving ○ Mini-presentations ○ Report-writing and peer editing ○ Accent and intelligibility activities • Homework: ○ Write a formal report. ○ Complete pronunciation practice. ○ Prepare a 2-minute talk on globalisation.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>

3		STRONG EMOTION — Unit 2 • Language: Perfect verb forms; cleft sentences • Vocabulary: Feelings, advertising and emotions, emotion-related idioms • Skills: Reading, listening, speaking, pronunciation • Learning Outcomes: ○ Discuss emotions and emotional responses. ○ Use perfect verb forms accurately. ○ Interpret common idiomatic expressions. ○ Analyse how advertising influences emotions. • In-class Activities: ○ Emotion vocabulary and discussion ○ Perfect-form review and cleft-sentence discovery ○ Advertising and emotion analysis ○ Idiom matching ○ Listening and role-play activities • Homework: ○ Complete selected Unit 2 exercises. ○ Analyse two advertisements and their emotional strategies.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced</i>.
4		IN THE MONEY — Unit 3 • Language: Time and tense; inversion with negative adverbials • Vocabulary: Money, enterprise, <i>worth</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss money, enterprise and financial decisions. ○ Use tense and time relationships accurately. ○ Use inversion for emphasis. ○ Evaluate arguments about money and value. • In-class Activities: ○ Financial vocabulary and discussion ○ Tense analysis and inversion discovery ○ Financial case study and decision-making task ○ Listening and structured debate • Homework: ○ Complete Unit 3 practice. ○ Write an argument on financial success as a life goal. ○ Prepare vocabulary and collocation cards.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced</i>.

5	SELF-HELP — Unit 4 • Language: Comparatives and superlatives • Vocabulary: Self-improvement, fitness, body idioms • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Use sophisticated comparative structures. ○ Discuss health, fitness and self-improvement. ○ Understand body-related idioms. ○ Evaluate self-help ideas critically. • In-class Activities: ○ Self-improvement survey and discussion ○ Comparative structure discovery ○ Fitness ranking and discussion ○ Idiom analysis and critical evaluation ○ Group presentation • Homework: ○ Create a personal improvement plan. ○ Write a 250-word evaluation of a self-help idea.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced</i>.
6	HOW YOU COME ACROSS — Unit 5 • Language: Adjectives; modals; relative clauses • Vocabulary: Social behaviour, image, communication • Skills: Reading, listening, speaking • Learning Outcomes: ○ Describe personality, behaviour and impressions precisely. ○ Use modals and complex structures appropriately. ○ Discuss politeness and social behaviour. ○ Improve interpersonal communication. • In-class Activities: ○ Personality and first-impression activities ○ Modal meaning analysis ○ Politeness scenarios and role-play ○ Communication breakdown analysis ○ Group discussion • Homework: ○ Write a profile of an effective communicator. ○ Complete Unit 5 exercises.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced</i>.
7	LIVE AND LEARN — Unit 6 • Language: Passive voice • Vocabulary: Education, learning • Skills: Reading, listening, speaking • Learning Outcomes: ○ Discuss education and learning critically. ○ Use passive structures appropriately. ○ Distinguish effective uses of active and passive voice. ○ Discuss learning theories and experiences. • In-class Activities: ○ Education-system comparison ○ Passive-form noticing and analysis ○ Reading and discussion of learning myths ○ Listening and educational problem-solving	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced</i>.

		• Homework: ○ Write an analytical paragraph on an educational issue.	
8		Midterm Exam	
9		TASTE — Unit 7 • Language: Meaning-modifying particles; emphasis and inversion • Vocabulary: Descriptive adjectives, fashion, <i>look/sound/feel</i> • Skills: Reading, listening, speaking • Learning Outcomes: ○ Describe appearance, style and preferences precisely. ○ Use particles to modify meaning. ○ Use emphasis and inversion appropriately. ○ Discuss and evaluate opinions about fashion and taste. • In-class Activities: ○ Fashion vocabulary workshop ○ Adjective and particle analysis ○ Emphasis and inversion practice ○ Fashion debate and persuasive mini-talks • Homework: ○ Write a fashion/product/design review. ○ Collect adjective–noun collocations.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>
10		LIVE AND LET LIVE — Unit 8 • Language: Habits; infinitive and -ing forms; compound phrases • Vocabulary: Characteristics, behaviour, <i>just</i> • Skills: Reading, listening, speaking • Learning Outcomes: ○ Describe habitual behaviour precisely. ○ Distinguish infinitive and -ing patterns. ○ Use compound phrases naturally. ○ Discuss personality, behaviour and stereotypes. • In-class Activities: ○ Behaviour questionnaire ○ Habit-description activities ○ Infinitive/-ing discovery ○ Compound phrase building ○ Personality case study and discussion • Homework: ○ Write a character description. ○ Complete grammar and vocabulary practice. ○ Prepare a 2-minute talk on a behaviour pattern.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>

11		THINGS TO COME — Unit 9 • Language: Future forms; describing trends and developments • Vocabulary: Future developments, <i>way</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss predictions and future developments. ○ Use future forms accurately. ○ Describe current trends. ○ Evaluate predictions and forecast consequences. • In-class Activities: ○ Future prediction activities ○ Future-form analysis ○ Trend and technology discussions ○ Forecasting and group presentation • Homework: ○ Write a 300-word forecast of life in 2040. ○ Describe three current trends and their consequences.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>
12		TRUTH AND LIES — Unit 10 • Language: <i>As...as</i> structures; ellipsis and substitution • Vocabulary: Truth, lies, <i>well</i> • Skills: Reading, listening, speaking • Learning Outcomes: ○ Discuss truth, deception and credibility. ○ Use <i>as...as</i> structures accurately. ○ Use ellipsis and substitution naturally. ○ Evaluate claims and evidence. • In-class Activities: ○ Truth and deception discussions ○ Listening and reading analysis ○ Ellipsis and substitution practice ○ Debate • Homework: ○ Write an argument on whether lying can be justified. ○ Complete Unit 10 practice.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>
13		LANGUAGE DEVELOPMENT AND INTEGRATION • Language: Grammar review; functional language; pronunciation • Vocabulary: Vocabulary recycling; collocations; language development • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Consolidate key grammar and vocabulary. ○ Use collocations and functional language accurately. ○ Improve fluency and pronunciation. ○ Identify and address language gaps. ○ Integrate language skills in communication. • In-class Activities: ○ Grammar and vocabulary review ○ Error-analysis activities ○ Collocation practice ○ Pronunciation review	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced.</i>

		○ Speaking and problem-solving tasks • Homework: ○ Complete revision activities. ○ Review grammar and vocabulary from Units 1–10.	
14		ACADEMIC AND PROFESSIONAL COMMUNICATION • Language: Formal language; professional requests; functional language • Vocabulary: Reports; statistics; quantities; professional communication • Skills: Reading, writing, speaking • Learning Outcomes: ○ Write clear formal and professional texts. ○ Summarise information and describe statistics. ○ Make polite professional requests. ○ Explain problems and propose solutions. • In-class Activities: ○ Report-writing workshop ○ Statistics description practice ○ Professional email analysis ○ Request and problem-solving activities ○ Peer editing • Homework: ○ Write a short formal report. ○ Complete writing extension activities.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Advanced</i> .
15		PROJECT PRESENTATION	
16		FINAL EXAMINATION	